



Cleveland Heights–University Heights

**SCHOOL LEADERSHIP,  
IMPROVEMENT, &  
SUPPORT**

## DEPARTMENT ORG CHART & OVERVIEW

<b>Chief of Schools</b> Rachael Coleman Focus Areas: School Leadership, Continuous Improvement, and Support				
<b>Confidential Administrative Assistant</b> Taylor Myers				
<b>Director of SEL and MTSS</b>	<b>Principals</b> PreK - 12	<b>Assistant Principals</b> PreK - 12	<b>Family Engagement Specialist</b>	<b>Coordinator of Community Partners</b>

<b>Director of SEL and Academic Support</b> Dr. Lashonda Abdussatar Focus Areas: School Continuous Improvement and Support	
<b>MTSS</b>	<b>PBIS</b>
<p style="text-align: center; background-color: #d4edda; padding: 5px;"> <b>Instructional Specialist                      For Prevention and Early Intervention</b>                      Jen Bennett                 </p> <p>Focuses on the integration of MTSS systems across academic and behavioral domains, working alongside SEL and curriculum teams.</p>	<p style="text-align: center; background-color: #d4edda; padding: 5px;"> <b>Coordinator of Climate &amp; Culture</b>                      Caitlin Sabo                 </p> <p>Manages and implements district-wide PBIS, behavioral MTSS, and culture initiatives; supervises Climate Specialists.</p>
<p style="text-align: center; background-color: #d4edda; padding: 5px;"> <b>Instructional Specialist                      For Prevention and Early Intervention</b>                      Anna Gregory                 </p> <p>Focuses on the integration of MTSS systems across academic and behavioral domains, working alongside SEL and curriculum teams.</p>	<p style="text-align: center; background-color: #d4edda; padding: 5px;"> <b>Instructional Specialist for Climate &amp; Culture</b>                      Lisa Husain                 </p> <p>Provides coaching and support at the building level for behavior systems, SEL, and data use.</p>
<b>SCHOOL SUPPORTS</b>	<b>SCHOOL SUPPORTS</b>
<p style="text-align: center;"><b>School Counselors K-12 (17)</b></p> <p>Supports students' academic, social-emotional, and career development through direct services and collaborative planning.</p>	<p style="text-align: center;"><b>School Social Workers (9)</b></p> <p>Addresses barriers to learning by supporting students' social, emotional, behavioral, and environmental needs through intervention and collaboration.</p>

**Building Principals PreK - 12 (11)**

7 Elementary, 2 Middle, 1 High School, 1 Alternative Program

Leads and manages all aspects of school operations, instruction, and culture to ensure a safe, supportive, and high-achieving environment for all students and staff.

<b>Baumgardner Middle</b> Joshua Luton	<b>Boulevard Elementary</b> Joi Curry	<b>Canturbury Elementary</b> Dr. Erica Wigton	<b>CHHS - Dr. Brandon Towns Options - Dr. Brian Williams</b>	<b>Fairfax Elementary</b> Dr. Andrea Walker
<b>Gearity Elementary</b> Patrick McNichols	<b>Noble Elementary</b> Curtis Walker	<b>Oxford Elementary</b> LaChaunne Perry	<b>Roxboro Elem.</b> Shelley Pulling	<b>Roxboro Middle</b> Rebekah Sharpe

**Building Assistant Principals PreK-12 (7)**

1 Elementary, 2 Middle, 4 High School

Assistant principals K-12 support the principal in managing school operations, student discipline, instructional practices, and stakeholder engagement to ensure a safe and productive learning environment.

<b>Noble Elementary</b> Melissa Barrett Burkeet	<b>Baumgardner Middle</b> Alissa Levy	<b>Roxboro Middle</b> Chris Frank	
<b>CHHS</b> Stephanie Thomas (A-D) Leadership Focus: Instruction	<b>CHHS</b> Courtney Gardner (E-K) Leadership Focus: Behavior	<b>CHHS</b> Taylor Smith (L-R) Leadership Focus: Attendance	<b>CHHS</b> Karen Hansen (S-Z) Leadership Focus: Attendance

**Family Engagement Specialist**

Lisa Hunt

The Family Engagement Specialist builds strong relationships between families and schools by coordinating communication, resources, and engagement opportunities that support student learning and well-being.

**Supervisor of Community and School Partnerships**

Nancy Pepler

The Coordinator of Community Partners facilitates relationships between the school district and external organizations to support student needs, family engagement, and school improvement efforts.

# OUR VISION

The Department of School Leadership, Improvement, and Support strives to create a future where every CH-UH school is a model of **educational equity, excellence, and belonging.**

By empowering student-centered leaders, strengthening academic and behavioral systems, and engaging families and community partners as shared contributors to student success, we aim for schools where every learner feels **known, supported, and deeply connected.**



# Department's KPIs Aligned to the District's One Plan



## Goal 1 - ATTENDANCE

**3 Year One Plan Goal:** By 06/30/2028. Chronic Absenteeism will **decrease 9.00 %** at Cleveland Heights-University Heights City in All Grades with All Students using State Report Card – Gap Closing



## Goal 2 - BEHAVIOR

**3 Year One Plan Goal:** By 06/30/2028 we will improve the performance of All Students, All Grades students at/in Cleveland Heights-University Heights City to **decrease 15.00 %** in Discipline using Discipline Occurrences.



## Goal 3 - INSTRUCTION

**3 Year One Plan Goal:** By 06/30/2028 we will improve the performance of All Students, All Grades students at/in Cleveland Heights-University Heights City to **increase 9.00 %** in All Subjects using State Report Card - Performance Index.



## Goal 5 - SHARED LEADERSHIP

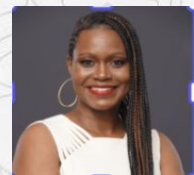
**District Goal Statement:** Through shared leadership, the CH-UH district and K-12 schools will increase clarity, align goals, and enhance consistency to increase instructional quality and drive student academic growth.



## Goal 7 - Communications, Family & Community Partnerships

**Goal Statements:** Improve family engagement, equity, and access. Expand community partnerships to provide enhanced enrichments and supports for all students and families.

# CHIEF OF SCHOOLS FOCUSED AREAS OF WORK IN DISTRICT ONE PLAN



RACHAEL COLEMAN  
CHIEF OF SCHOOLS



**GOAL 1: Chronic Absenteeism of All Students will be monitored by SEL Director & Chief of Schools**



**GOAL 2: Monitor District Level Systems Leading to the Reduction of Out of School Removals**



## GOAL 3 - INSTRUCTION

### Impact of Core Instruction

- Teacher-based Teams (TBTs) will follow the OIP process to assess, plan, and teach using assessment data.
- Principals analyze collected evidence through reflection and debriefing to identify instructional patterns and insights into student learning.
- Principals monitor progress through follow-up observations and adjust support as needed to help teachers meet their goals.
- Principals first establish a shared understanding of effective instruction by using district-aligned observation tools and look-fors focused on high-quality teaching and rigorous student tasks

### OIP Process

- Supporting principals with their teacher based teams through the OIP process to analyze data, plan instruction and reflect on the impact of instructional strategies
- Ensure principals set the expectations for instruction, providing structured coaching cycles to support teachers based on walkthroughs and student performance data.



## GOAL 5 - SHARED LEADERSHIP

**Increase 1.00 Star (4.5 Stars) in overall rating using State Report Card by 2028**

### Continuous Improvement Systems and Structures

- Align evaluation rubrics (OPES/OTES) with district priorities, include examples of both teacher instructional approach and student agency
- Leadership (evaluators) will be trained on the alignment of priorities and the evaluation systems and what they look like in the classroom.








## GOAL 7 - COMMUNICATIONS, FAMILY & COMMUNITY PARTNERSHIPS

- Support and Monitor District and Building Level Systems Leading to improved family engagement, equity, and access
- Support and Monitor Expanded Community Partnerships leading to enrichment and supports for all students and families.

# CHIEF OF SCHOOLS CYCLE OF WORK








## Q1: July–September

-  Launch attendance and behavior systems; establish monitoring routines.
-  Train principals on instructional look-fors and district walkthrough tools.
-  Start TBTs using baseline data and the OIP cycle.
-  Calibrate evaluators on OPES/OTES alignment to district priorities.
-  Set building expectations for family engagement and activate partnerships.








## Q2: October–December

-  Monitor absenteeism and discipline trends; support buildings with early interventions.
-  Continue walkthroughs to reinforce instructional expectations and adjust supports.
-  Guide TBTs in refining plans based on early assessment evidence.
-  Review progress on family engagement plans and partner implementation.
-  Begin compiling mid-year trends to inform spring adjustments.








## Q3: January–March

-  Intensify targeted supports for chronic absenteeism and out-of-school removals.
-  Lead follow-up walkthroughs focused on student tasks, rigor, and agency.
-  Facilitate principal reflection and analysis of TBT data.
-  Conduct mid-year calibrations for OPES/OTES.
-  Strengthen or expand partnerships aligned to academic and attendance needs.



## Q4: April–June

-  Assess year-end attendance, discipline, and instructional data.
-  Review TBT outcomes and instructional impact with principals.
-  Refine Tier 1–3 attendance and behavior systems for the next school year.
-  Plan summer PD and update evaluator guidance.
-  Review effectiveness of family engagement and partnerships; plan improvements for next year.

# DIRECTOR OF SEL & ACADEMIC SUPPORT

## FOCUSED AREAS OF WORK IN DISTRICT ONE PLAN

### Attendance - Reduce Chronic Absenteeism



- Partner with school attendance teams to strengthen routines and identify barriers
- Support nudge letters, family outreach, and targeted interventions
- Help school monitor progress and adjust plans to keep students engaged and present

### Behaviors - Reduce Out of School Removals



- Support PBIS implementation and use of Tiered Fidelity Inventory (TFI)
- Provide coaching, data reviews, and restorative practice guidance
- Help schools create predictable, positive environments that keep students in class

### Instruction (MTSS) - Strengthen MTSS



- Work with school teams to align academic, behavior, and SEL supports
- Support data analysis, intervention selection, and progress monitoring
- Provide coaching on Tier 1 instruction, Tier 2 supports, and problem-solving processes.
- Help schools respond quickly to student needs and ensure equitable access to support



Dr. LaShonda Abdussatar

# CYCLE OF WORK

## July – September



- **MTSS** - Prepare MTSS systems for the year
- **Attendance** - Provide call logs and scripts
- Train teams on tracking tools
- Plan revisions to communication plan

## October – December



- **MTSS** - Support teams with Implementing and monitor interventions; adjust based on progress
- **Attendance** - Send monthly nudge letters
- Team meetings to review data and determine support plan
- **Behavior (PBIS)** - Launch PBIS initiatives
- Monthly district meetings
- Train school teams on TFI and strategies

## April – June



- **MTSS** - Conduct end-of-year review; document successes and plan next-year supports
- **Attendance** - Continue monthly nudge letters and meetings, Conduct final outreach and review annual data
- **Behavior (PBIS)** - Conduct end-of-year TFI assessments and review behavior data, Plan for summer training and next year's initiatives

## January – March



- **MTSS** - Review mid-year data; adjust interventions
- **Attendance** - Continue nudge letters and biweekly meetings, Track interventions and increase outreach
- **Behavior (PBIS)** - Review TFI and behavior metrics, refine plans, Provide coaching and professional development

# FAMILY ENGAGEMENT

## FOCUSED AREAS OF WORK IN DISTRICT ONE PLAN



### Goal 1 – Support Attendance by Sharing Family Engagement Strategies

- Gathers Evidence-Based Attendance Strategies



### Goal 2 – Support PBIS by Supporting Tiered PBIS PBIS FACE Plans

- Assist SEL & MTSS Teams with Tiered PBIS Family & Community Engagement Plans



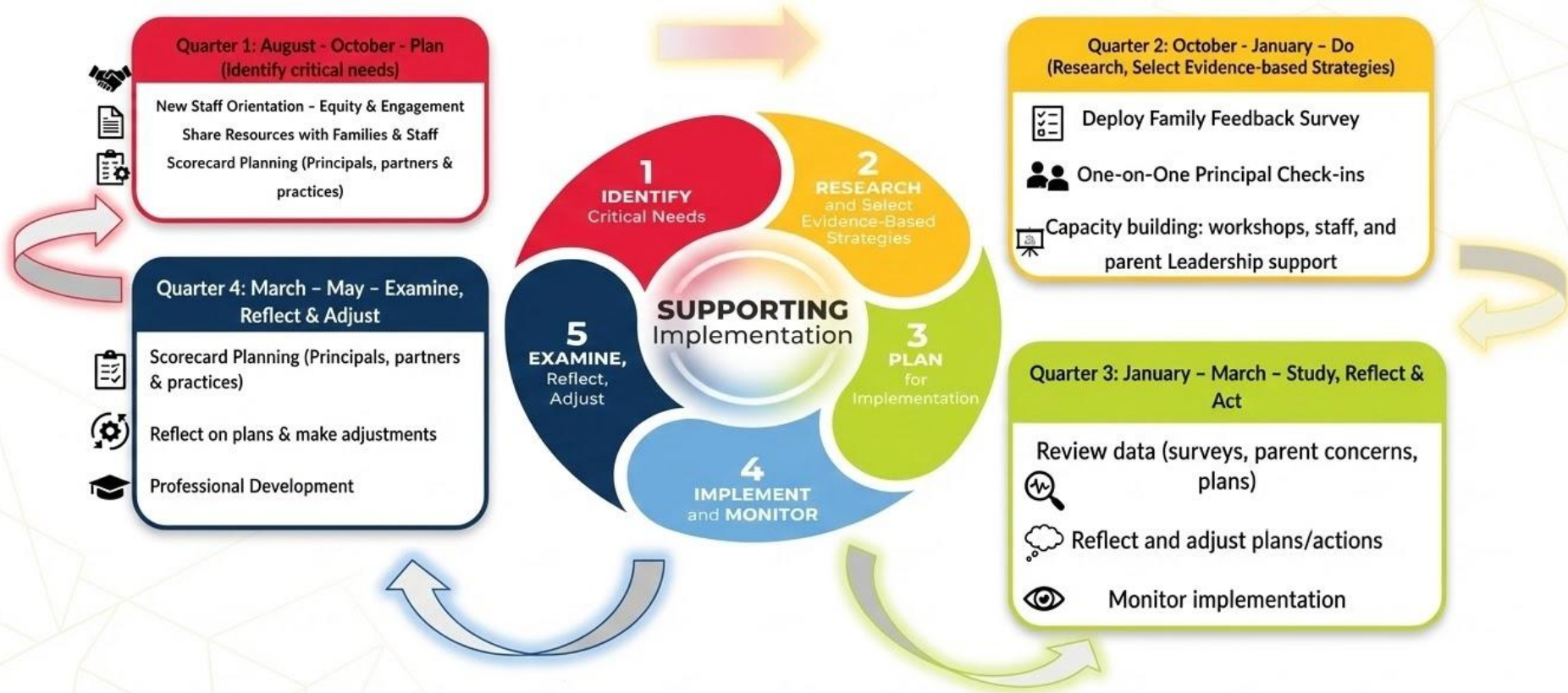
### Goal 7 – Family Engagement: Equity & Access

- Provide Support to Staff and Families to Aid in Conflict Resolution
- EL Coordination Support: Strengthen Clarity and Coordination in English Language Resources



**Lisa M. Hunt**  
Family Engagement Specialist

# FAMILY ENGAGEMENT CYCLE OF WORK



# Community and School Partnerships

## FOCUSED AREAS OF WORK IN DISTRICT ONE PLAN



**Goal 7:** Working with building leadership, expand community partnerships to provide enhanced enrichments and supports for students and families.



**Goal 7:** Working with building leadership, develop and employ rubric for measuring effectiveness of existing partnerships.



**Goal 7:** Expand Community Learning Centers strategy by securing grant funding to support one additional elementary school and one middle school.



Nancy H. Pepler  
Supervisor of Community and School  
Partnerships

# Community and School Partnerships Cycle of Work

